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ABSTRACT

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Austria. Statistics provided by the Unesco Office of Statistics show the countries' population per square mile; the enrollment at each level; teachers at each level; population by age groups; public expenditure on education; and educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, public expenditure on education as a percentage of budget and of GNP). The organization chart of the Federal Minister of Education and the Minister of Education and the Ministry divisions is included. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

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Country Education Profiles

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Country: AUSTRIA

General principles

The Austrian system of education is governed by the Federal Constitutional Law of 18 July 1962, which defined the educational responsibilities of the Federal Government and of the provinces respectively, and served as a basis for the education laws that followed: law on the organization and structure of the education system; law concerning inspection; law raising compulsory education from 8 to 9 years; law governing the status of private schools; law on the division of the school year, holidays, timetables; law relating to the training of primary schoolteachers, and law concerning religious instruction.

System of administration

School administration and inspection are the responsibility of the Federal Ministry of Education and the provincial and local (district) councils.

Structure and organization

Since the laws passed in 1962, kindergartens have been placed under the responsibility of the local authorities, as regards both establishment and maintenance. They are not compulsory and their task is to support and supplement children's home education from the age of 3 years up to the time they enter primary school, usually at the age of 6.

According to the school organization law of 1962, the specific task of the primary school (*Volksschule*) and the upper primary school (*Hauptschule*), each of which has 4 grades, is to impart to their pupils a basic general education and to prepare them for their working life. At the same time, they prepare specially gifted pupils for entry to secondary schools. The object of the "polytechnical year" (9th year) is to provide a new type of compulsory terminal course for pupils who do not continue their studies at secondary level, in order to consolidate and deepen their basic general education, contribute to their training in good citizenship and, by means of vocational guidance, to assist them in the choice of an occupation.

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Physically or mentally handicapped children attend special schools which likewise provide an eight-year course plus a polytechnical course.

The common aim of the various types of secondary educational establishments is to prepare their pupils for higher education.

As the result of a referendum held in the spring of 1969, the addition of a 9th year to the general secondary course, which had been previously prescribed, was deferred until 1975.

The Parliamentary Commission on Educational Reform, which was set up subsequently, has the task of preparing and initiating an over-all reform of the education system, including objectives, structures, curricula and methods. Any changes directed at renewing structures must be based on long-term "school experiments" which are designed and carried out in the light of thorough research.

The 1962 law on school organization defines the three main types of general secondary schools which give access to higher education: the *Gymnasium*, the *Realgymnasium* and the *Wirtschaftskundliches Realgymnasium für Mädchen*.

Apart from the public schools there are also private schools. The 1962 law on private schools provides that any properly qualified citizen (or body) may open a school and teach in it. The upkeep of private schools is the responsibility of the body sponsoring them (mostly churches or religious communities recognized by the State) but, under the law of 1962, the State awards all private schools grants covering 60% of teachers' salaries; the State or the federal province generally grants such aid by posting a certain number of teachers to the private schools. A draft law now contains provision for increasing this state aid from 60% to 100%. School inspection and supervision are the responsibility of the Federal Government.

There is a large number of intermediate and higher vocational and technical schools specializing in a wide variety of fields. The duration of the academic year in the compulsory schools is fixed by the provinces. As a rule, it starts between 16 August and 30 September and lasts until the end of June or early July. The fiscal year starts in January.

The weekly number of hours of instruction varies between 20

in the first grade of the primary schools and 45 in the technical colleges.

Curricula

The following subjects are common to all general schools: religious instruction, German, history and sociology, geography and economics, mathematics, biology, physics, chemistry, introduction to philosophy (psychology and theory of education), music, the arts, handicrafts and practical work in the workshop, physical education. To the above common subjects are added the following, depending on the type of school. The *Gymnasium*, with compulsory study of one modern language from the 1st year upwards and of Latin from the 3rd year upwards. In the 5th year there is a division into three sections: *Humanistisches Gymnasium*, continuing Latin and the modern language, plus Greek; *Neusprachliches Gymnasium*, continuing Latin and the modern language, plus a second modern language from the 5th year upwards; *Realistisches Gymnasium*, with compulsory study of plane and solid geometry and of Latin and a modern language.

The *Realgymnasium* provides for compulsory study of one modern language from the 1st year upwards, geometrical drawing (at the lower level) and Latin or a second modern language at the upper level. In the 5th year there is a division into two sections: the *Naturwissenschaftliches Realgymnasium*, with compulsory Latin and a choice of either plane and space geometry or an additional science course which includes biology, chemistry and experimental physics; the *Mathematisches Realgymnasium* offers a second modern language as well as plane and space geometry, but no Latin.

The *Wirtschaftskundliches Realgymnasium für Mädchen*, corresponding to the *Frauenoberschule* which existed prior to 1962, is for girls only and offers theoretical and practical courses in domestic science, especially cookery and dietetics, needlework and decorative art, child-care with practical experience in kindergartens, crèches and children's clinics, introduction to psychology and educational psychology, plus the compulsory study of a modern language and Latin at the upper level and subjects of particular interest to women.

The particular types of general secondary schools are:

The *Musisch-pädagogisches Realgymnasium*, at upper secondary level only, (9th to 13th school years) the main purpose of which is to prepare pupils for entry either to the

Pädagogische Akademie (two-year post-secondary, non-university teacher training college) or to the social services. Compulsory subjects include Latin, a modern language, instrumental music, geometrical drawing, artistic drawing, handicraft with an introduction to technology and applied arts.

The *Aufbaugymnasium* and the *Aufbaurealgymnasium*, mainly for pupils who have completed satisfactorily their primary schooling and wish to reach the standard of the upper general secondary school. This particular type of secondary school, found especially in rural areas, consists of a one-year preparatory class and a five-year upper stage.

The *Gymnasium* and the *Realgymnasium für Berufstätige*, two types of part-time schools (evening classes) for persons over the age of 19 years who have completed their occupational training and/or have already started work. These schools provide evening classes covering the general secondary course in a special five-year course.

The *Höhere Internatsschulen* are general secondary schools with boarding facilities, where the pupils' instruction, upbringing and community life are planned as a whole. They may be organized as *Werkschulheime* (school workshops where pupils obtain technical vocational training in addition to their academic schooling). The federal public secondary boarding schools are called *Bundeserziehungsanstalten*.

Teacher training

Teachers undergo different kinds of training according to the type of teaching they intend to take up.

Kindergarten personnel is trained in *Bildungsanstalten für Kindergärtnerinnen*. The practical training is carried out in a practice kindergarten attached to each *Bildungsanstalt*. Domestic science teachers for compulsory general schools are trained in *Bildungsanstalten für Arbeitslehrerinnen*. Admission requirements for both these types of middle-level education are completion of the first eight years of compulsory schooling and passing an aptitude test. The four-year course of training leads to a diploma.

The *Bildungsanstalten für Erzieher* (a type of school set up under the new law) train educators who, by reason of their vocation, knowledge or aptitude, are able to carry out educational tasks particularly in boarding schools and "study halls".

Courses vary in duration from one to five years according to the students' previous training and the schools include institutions where students may be introduced to the practical aspects of their future activity. When required, courses of training may be provided for educators wishing to specialize in work with maladjusted children.

When these schools for educators, in addition to the functions mentioned above, also conduct research in the field of boarding school education and also offer courses of further training for educators, they are called *Institute für Heimerziehung*. Admission requirements are completion of the first eight years of compulsory schooling and an aptitude test. This course of training leads to an examination in aptitude for teaching.

Primary school teachers were previously trained in *Lehrerbildungsanstalten* (secondary-level teacher training schools) but, under the new law, are now trained in *Pädagogische Akademien* (teacher training schools at a higher level than the *Lehrerbildungsanstalten*). This new type of school offers a two-year course (see also under *Musisch-pädagogisches Gymnasium*). The teachers' practical training will be provided in practice schools (including a primary school - where possible, one which includes upper-stage classes - and possibly a *Hauptschule* attached to each *Pädagogische Akademie*). Admission requirements are to have passed the secondary school maturity examination and also an aptitude test (in which the candidate must show evidence of his artistic and physical aptitude for the teaching profession). The two-year course of training will lead to the *Lehramtsprüfung*, a final examination taken before a board of examiners.

As regards their organization, each public "academy" will be under a director-general, while the attached practice schools will be under "specialist directors". A governing board, consisting of the chairman of the provincial education council and other members, will be responsible for the direct administration of these schools, for their maintenance, and for the appointment of directors, of teaching staff etc. Teaching in the *Pädagogische Akademien* will be given partly by qualified secondary school teachers and partly by particularly experienced primary school teachers.

The *Berufspädagogische Lehranstalten* (schools for training teachers for vocational education) provide specialist and educational training for teachers of domestic, crafts and industrial subjects in secondary schools and are thus related

to the "pedagogical academies". Each *Berufspädagogische Lehranstalt* has the special equipment necessary for introducing the teacher to the practical aspects of the various vocational activities. The teaching is given by qualified teachers and also by specialists with experience of the different trades. A secondary (or middle) vocational school may be attached to a *Berufspädgogische Lehranstalt*. Admission requirements are to have passed either the secondary school maturity examination or a proficiency examination. The training lasts two years and leads to a final examination in the various subjects of vocational education.

The *Pädogogische Institute* provide further training for teachers in compulsory schools in preparation, for example, for the *Hauptschullehrerprüfung* or the *Sonderschullehrerprüfung* (examinations of aptitude for teaching in a *Hauptschule* or in a special school. The curricula of some institutes also include provision for further training for teachers in schools other than compulsory schools (schools for children of school age who do not wish to go on to general secondary schools leading to higher education). The pedagogical institutes fulfil their functions by organizing (sometimes in collaboration with "pedagogical academies") conferences, courses, seminars and practical work and by encouraging educational research. They may be subdivided into several sections according to their objectives.

Prospective teachers in general or commercial secondary schools begin by taking a four- or five-year university course in their special field. Following this, they take an examination in aptitude for teaching the subject of their choice and then teach for a period of one year in a secondary school. After some years of service (between five and ten), they receive the title of professor. While they have the status of teachers under contract - generally during the first four years of service - they have the title of *provisorischer Professor*.

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STATISTICS : AUSTRIA

(Source : Unesco Office of Statistics)

Estimated population 1970.....	:	7 423 000
Area (Km2).....	:	83 849
Inhabitants per Km2.....	:	89

1. ENROLMENT

Level of education	1965	1968	1969
Pre-primary			
MF.....	...	110 394	114 163
F	...	54 054	55 948
First level			
MF.....	772 153	862 193	886 990
F	383 738	426 203	438 159
Second level			
MF.....	315 382	377 749	377 990
F	125 312	154 432	166 672
Third level			
MF.....	49 319	52 527	56 290
F	11 992	14 142	16 287
Special education			
MF.....	22 234	27 350	28 556
F	8 657	10 611	11 199
Adult education			
MF.....	550 541	...	...
F	...	...	...

2. TEACHERS

Level of education	1965	1968	1969
Pre-primary			
MF	...	6 289	6 787
F	...	6 289	6 787
First level			
MF	35 197	39 033	39 355
F	19 200	22 209	22 583
Second level			
MF	20 581	22 201	22 434
F	6 763	7 930	8 130
Third level			
MF	47 320	6 334	6 445
F	594	819	757
Special education			
MF	1 948	2 303	2 366
F	1 251	1 506	1 558
Adult education			
MF	...	...	...
F	...	...	...

3. POPULATION

In thousands

Population by age groups	1965		1970	
	Total	Female	Total	Female
Total population	7 255	3 865	7 423	3 943
0 - 4	636	312	617	301
5 - 14	1 048	513	1 196	587
15 - 19	499	244	478	234
20 - 24	550	271	497	244

4. PUBLIC EXPENDITURE ON EDUCATION

Currency : Schilling In thousands

Item	1965	1968	1969
Exchange rate in US $	0.0385	0.0385	0.0385
Public expenditure on education			
Total	8 775 100	13 851 100	15 468 100
Recurring	6 942 900	10 690 800	12 009 300
Capital	1 832 200	3 160 300	3 458 800

5. EDUCATIONAL INDICATORS BY SUBJECT

Subject	1965	1968	1969
Level enrolment ratios			
First and second levels combined (age group : 6-17)	88	92	95
First level (age group : 6-9)	105	106	106
Second level (age group : 10-17)	79	84	88
Third level (age group : 20-24)	8.96	10.14	11.09

Subject	1960	1968
Maximum age specific enrolment ratio		
a) attending first level (age : 8) (age : 7)	98.1	100
b) attending second level (age : 12) (including general education only)	...	86.4
Note : For ratios of all ages, see Unesco Statistical Yearbook		

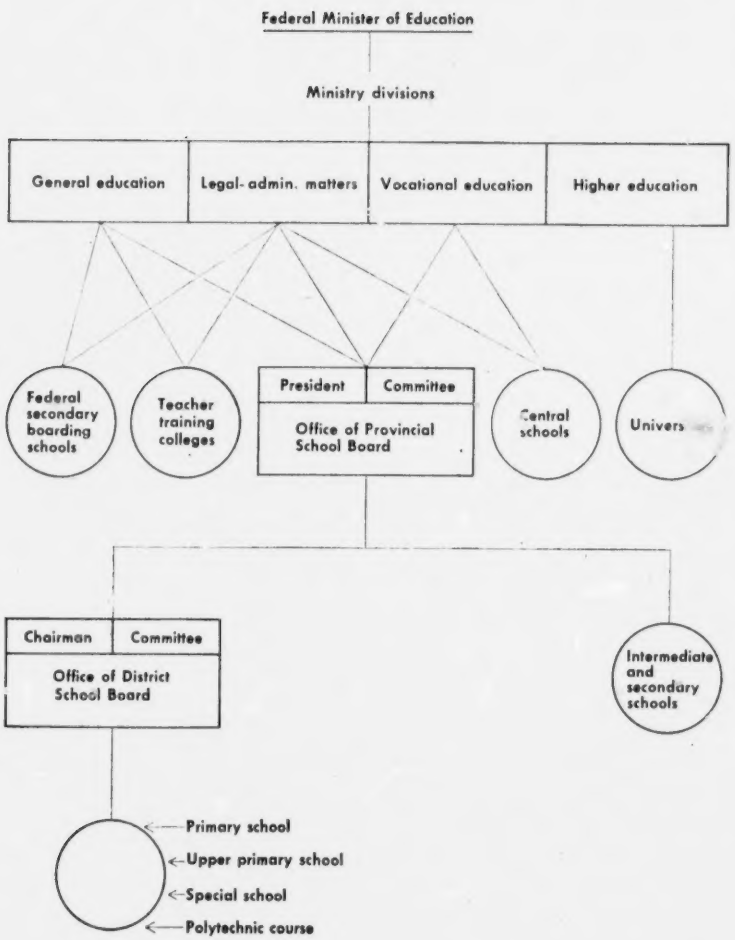
5. EDUCATIONAL INDICATORS BY SUBJECT
(Cont'd)

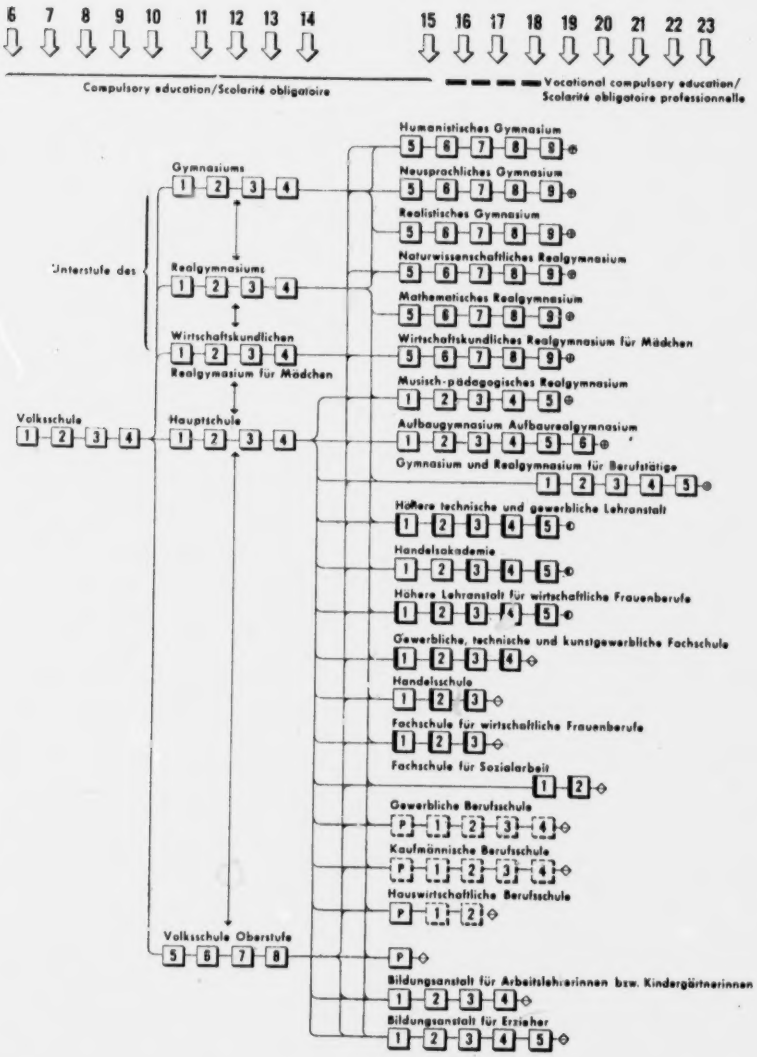
Subject	1964	1968	1969
Education at the third level : Natural and applied sciences +/ as a percentage of total enrolment (1)	49.8	49.4	48.0
		1967	1968
Third level graduates per 10 000 inhabitants aged 20-24	94.9	110.3	118.1

+/ Natural and applied sciences (i.e. Natural Sciences, Engineering, Medical Science and Agriculture).

1) Universities and equivalent degree-granting institutions only.

Subject	1965	1968	1969
Public expenditure on education			
as a % of Budget	6.4	7.6	7.9
as a % of GNP	3.6	4.7	4.8
Public and private expenditure on education as a % of GNP	...	...	...


Federal Minister of Education
Ministry divisions
General education
Legal- admin. matters
Vocational education
Higher education
Federal secondary boarding schools
Teacher training colleges
President
Committee
Office of Provincial School Board
Central schools
Univers
Chairman
Committee
Office of District School Board
Intermediate and secondary schools
Primary school
Upper primary school
Special school
Polytechnic course


6 7 8 9 10 11 12 13 14
15 16 17 18 19 20 21 22 23
Compulsory education/Scolarité obligatoire
Vocational compulsory education/
Scolarité obligatoire professionnelle
Volksschule
Unterstufe des
Gymnasiums
Realgymnasiums
Wirtschaftskundlichen
Realgymnasium für Mädchen
Hauptschule
Volksschule Oberstufe
Humanistisches Gymnasium
Neusprachliches Gymnasium
Realistisches Gymnasium
Naturwissenschaftliches Realgymnasium
Mathematisches Realgymnasium
Wirtschaftskundliches Realgymnasium für Mädchen
Musisch-pädagogisches Realgymnasium
Aufbaugymnasium Aufbaurealgymnasium
Gymnasium und Realgymnasium für Berufstätige
Höhere technische und gewerbliche Lehranstalt
Handelsakademie
Höhere Lehranstalt für wirtschaftliche Frauenberufe
Gewerbliche, technische und kunstgewerbliche Fachschule
Handelsschule
Fachschule für wirtschaftliche Frauenberufe
Fachschule für Sozialarbeit
Gewerbliche Berufsschule
Kaufmännische Berufsschule
Hauswirtschaftliche Berufsschule
Bildungsanstalt für Arbeitslehrerinnen bzw. Kindergärtnerinnen
Bildungsanstalt für Erzieher